

## Lesson Plan Template

<b>Grade: First</b>		<b>Subject: Art</b>	
<b>Materials: Popsicle sticks, green paint, paint brushes, buttons, and paper stars.</b>		<b>Technology Needed: None</b>	
<b>Instructional Strategies:</b> <ul style="list-style-type: none"> <li>🍏 <u>Direct instruction</u></li> <li>🍏 <u>Guided practice</u></li> <li>🍏 Socratic Seminar</li> <li>🍏 Learning Centers</li> <li>🍏 Lecture</li> <li>🍏 Technology integration</li> <li>🍏 Other (list)</li> </ul>		<b>Guided Practices and Concrete Application:</b> <ul style="list-style-type: none"> <li>🍏 <u>Large group activity</u></li> <li>🍏 <u>Independent activity</u></li> <li>🍏 Pairing/collaboration</li> <li>🍏 Simulations/Scenarios</li> <li>🍏 Other (list)</li> </ul>	
<b>Standard(s)</b> 4.2.3 Students develop personal work of art for specific functions. (e.g. decorative, expressive, practical, persuasive, utilitarian.)		<b>Differentiation</b> <b>Below Proficiency:</b> The students who are below proficiency can have extra help from an aid and the teachers in the classroom. These students can also have extra time to finish this project if needed. They may work on it during snack times, and any free time they have during the day.  <b>Above Proficiency:</b> The students who are above proficiency can be challenged to help those students in finishing their project. Challenge them to guide the student and not just do it for them.  <b>Approaching/Emerging Proficiency:</b> The student should be able to create a Christmas tree using the materials given to them and accurately follow directions.  <b>Modalities/Learning Preferences: Visual</b>	
<b>Objective(s)</b> The students will be able to build a structure out of given materials in order to represent a Christmas tree using hands on art materials. <b>Bloom's Taxonomy Cognitive Level: 3</b>			
<b>Classroom Management- (grouping(s), movement/transitions, etc.)</b> The students will sing a Christmas song before this lesson which is a way to get them to listen to what the teacher has to say next. After the song the students will be working individually on an art project. There will be guided instructions for the whole class, but each student will have their own materials. To keep the class under control, remind the students that the teacher will be looking for the best workers and the best workers will be given gold stars. There will be transitioning to certain steps in the project and art in done at the end of the day, so the students will have to transition into getting ready to go home.		<b>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</b> Since art can get chaotic, remind the students that they are expected to be respectful of those around them and use the materials appropriately. If the students fail to act appropriately, then they will not continue the art project and will be asked to do something else. Paint can sometimes get out of hand, so if they cannot use paint the right way, they will be using marker instead.	
<b>Minutes</b>	<b>Procedures</b>		
<b>3min</b>	<b>Set-up/Prep:</b> Each student will need 3 popsicle sticks, green paint, buttons, and a paper start to put on top.		
<b>3-5min</b>	<b>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</b> Engage the students by singing the song O' Christmas Tree O' Christmas Tree... The students love to sing songs, especially around the holidays. After singing the song, tell the students that they will be creating their own Christmas Tree today for an art project!		
	<b>Explain: (concepts, procedures, vocabulary, etc.)</b> Explain to the students what materials they will be using and how they should appropriately use them. First, they will be using popsicle sticks. The popsicle sticks are to be kept at their desk and there should be not interference with others popsicle sticks. The popsicle sticks will have to be glued together like a triangle to make the shape of a Christmas Tree. The students will also be using paint. The paint will be green to		

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<b>10-15min</b>	<p>represent a Christmas Tree. If the students misuse the paint and start painting other things, they will be told to use markers instead. The students will also be given buttons. The buttons are used to represent ornaments on the tree. They will not put any buttons on their tree until the paint is dry. <b>(If painting one day and putting the buttons on the next day works best, do so)</b></p> <p>To top the tree off, they students will put a star on the top. They will not put the star on until their tree is completed.</p>
<b>20-30min</b>	<p><b>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</b></p> <p>During the explore part, play relaxing Christmas music or any relaxing music, in order to keep their energy low. The teacher will have to go through the steps with the students when it comes to putting the popsicle sticks together and monitoring the paint for the students. The gluing of the popsicle sticks will be done together as a class! The students are allowed to paint on their own. Remind the students that they are only painting ONE SIDE of the popsicle sticks. Their names will go on the other side.</p> <p>When it is time to put the buttons on, show the students how to do it, and then let them be creative and use the buttons they want. They will glue the buttons on the popsicle sticks.</p>
	<p><b>Review (wrap up and transition to next activity):</b></p> <p>The students are allowed to bring this Christmas decorations home to show their family once they are finished with them. It will be the end of the day, so get the students cleaned up and make sure they are ready to head out the door.</p>
<p><b>Formative Assessment: (linked to objectives)</b></p> <p><b>Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc.</b></p> <p>Look for the students following direction skills. Once directions are given, ask the students to give you a thumbs up or down if they understand what step to go to next.</p> <p><b>Consideration for Back-up Plan:</b></p> <p>At the end of the day, before the students walk out the door, ask them individually how they feel about the art project and see if they need any extra time.</p>	<p><b>Summative Assessment (linked back to objectives)</b></p> <p><b>End of lesson:</b></p> <p>Look at what the students have created. Look to see if their Christmas tree is build correctly at the end of this art project.</p> <p><b>If applicable- overall unit, chapter, concept, etc.:</b></p>
<p><b>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</b></p>	